The Relations Among Test Anxiety, Expectations for Exam Performance, and Method of Exam Administration

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The Relations Among Test Anxiety, Expectations for Exam Performance, and Method of Exam Administration  
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On-line testing was introduced as an optional method by which students enrolled in PSY 235 - Child Psychology could take their unit exams. Students completed self-report surveys measuring a) their level of test anxiety prior to and during the exam; b) the method by which they elected to take the exams (e.g., on-line versus in-class), c) their score on the exam, and d) the extent to which that score met their expectations for their performance on the exam. Students were also asked to comment on what they saw to be the benefits and drawbacks of each testing option. Students completed the surveys following the second (n = 77), third (n = 66), and fourth unit exams (n = 64). The results of descriptive analyses illustrating the extent to which students utilized the on-line testing option and their perceptions of the option will be presented and discussed, along with the results of correlational analyses exploring the extent to which students' self-reported test anxiety and expectations for exam performance were related to the method of testing they chose.